

**State of Maine
Department of Education**

**Gifted and Talented Educational Program
Initial Application
2015-16**

Gifted and Talented Educational Program Initial Applications are to be submitted electronically to GT.DOE@maine.gov by **September 30, 2015**.

Below is the Maine statute and accompanying Maine Department of Education rules pertaining to Gifted and Talented Educational Programs.

Maine Revised Statutes Title 20-A, Chapter 311, section 8101-A(1) and (2) state:

- 1. Implementation.** Each school administrative unit (SAU) shall implement a gifted and talented education program. The Commissioner may provide technical assistance to a SAU in planning and implementing its gifted and talented education program.
- 2. Costs; approval.** Costs of gifted and talented education programs approved by the Department are subsidizable costs under the Essential Programs and Services Funding Act.

Maine Department of Education (05-071) Rules Chapter 104:

104.13 Program Approval: General Principles. Each SAU shall apply annually to the Department for approval of its gifted and talented program(s) on forms provided by the Department. The superintendent of the SAU is responsible for supplying all information necessary for a determination that the program is entitled to approval. The application form must be signed by the superintendent of the SAU in which the program is located certifying that the form contains information that is accurate at the time of reporting.

104.14 (Initial) Program Approval Application. The Application for program approval must represent full implementation of the gifted and talented program. The following information (Items 1 – 9 on application) shall be required and must reflect the degree of implementation at the time of reporting.

***Failure to submit required reports and applications in a timely manner shall be grounds for loss of program approval and of State subsidy aid.

All final applications and accompanying approval/non-approval letters and budgets will be posted on the Maine Department of Education's gifted and talented website.

School administrative unit name: MSAD 55

Name and title of person responsible for gifted and talented program: Suzanne Day

Phone number: 207-625-2490 ext. 133

Email address: sday@sad55.org

CERTIFICATION:

The statements made herein are correct to the best of my knowledge and belief.

Carl Landry

Superintendent Name (printed)
Carl Landry

Carl Landry

Superintendent Signature

Date application submitted to Maine DOE for review: 9/30/15

FOR INFORMATION CONTACT:

Jennifer Pooler
Maine Department of Education
(207) 624-6638

RETURN BY EMAIL TO:

GT.DOE@maine.gov

EF-S-206

Revised May 26, 2015

DUE DATE: September 30, 2015

Reviewed By:

Patti Drapeau

☒ Approval

☐ Approval with concerns

☐ Non-approval

Maine DOE Authorization:



Date of Approval:

Nov 18, 2015

Initial Application

The following information shall be required and must describe the complete plan for identification, programming, and evaluation of the gifted and talented academic and arts programs. Refer to the companion *Instructions* document for clarification.

Please use as much space as necessary. DO NOT add tables, charts or graphs, or change the formatting of this document.

1. Provide the school administrative unit's (SAU) philosophy for the gifted and talented program(s) (by academic and arts).

Academic program philosophy:

The mission of MSAD #55 Gifted and Talented Program is to identify and support students who excel or have the potential to excel beyond their age peers in the areas of ability, aptitude, skill, or creativity. MSAD #55 recognizes that these students have diverse learning needs that can be achieved by working within the framework of Maine's Learning Results in language arts, mathematics, science, social studies, and the arts.

Arts program philosophy:

The mission of MSAD #55 Visual and Performing Arts Gifted and Talented Program is to identify and support students who excel or have the potential to excel beyond their age peers in the areas of the arts. MSAD #55 recognizes that these students have diverse learning needs that can be achieved by working within the framework of Maine's Learning Results in visual and performing arts. We will provide ample opportunity for students to extend their creativity and talent through open-ended assignments in the arts.

2. Provide a program abstract which describes the children to be served and the program(s) to be implemented in the school(s) of the unit (by academics and arts).grades k

Academic Program abstract:

MSAD #55 will design a program in accordance with Chapter 104 of Maine State Law that will support K-12 students who excel or have the potential to excel. These identified students will receive specialized instruction aligned with Maine's Learning Results and in lieu of the regular curriculum through specified programs if they have exceptional ability, aptitude, skill, or creativity in the categories of general intellectual ability, specific academic aptitude, or artistic ability.

In grades K-2, students will not be formally identified. Individual needs that have been identified through assessments, teacher or parent referral will be met within the classroom.

In grades 3-8, students who are identified will have program services such as compacted curriculum, differentiation, or subject level grade acceleration. The gifted and talented

teacher will also collaborate in a consultation model with the classroom teachers. Students are provided enrichment opportunities such as math team and project-based learning.

In grades 9-12, identified students' needs will be met through course placement, Advanced Placement courses, independent study, differentiation, and dual enrollment.

Arts Program abstract:

MSAD #55 will design a program in accordance with Chapter 104 of Maine State Law that will support K-12 students who excel or have the potential to excel. These identified students will receive specialized instruction and personalized project modification aligned with Maine's Learning Results and in lieu of the regular curriculum through specified programs if they have exceptional ability, aptitude, skill, or creativity.

In grades K-3, students will not be formally identified. Individual needs that have been identified through assessments, teacher or parent referral will be met within the classroom.

In grades 4-8, students who are identified will have program services such as compacted curriculum, differentiation, or personalized projects. Students at this grade level may also have pull-out gifted and talented services.

In grades 9-12, identified students' needs will be met through course placement, Advanced Placement courses, independent study, differentiation, and dual enrollment.

3. Provide the goals, objectives and activities for each program component, K-12 (by academics and arts).

Academics:

Goal #1:

To continue to provide Identified gifted and talented students an opportunity to exceed grade level standards in their areas of identified giftedness.

Objectives for Goal #1:

- *Students will develop an understanding of their own needs and talents in order to select and apply learning to new situations.

- *Continue work with classroom teachers on differentiation and consultation techniques for GT students.

Activities for Goal #1:

- *Students will self select research projects and share their learning with classmates. They will meet with GT teacher and review and reflect on classroom work, so they understand where they need to focus for learning, and where they need help with extending their learning.

- *Students will have resources available in their regular classrooms to extend their knowledge through supplementation of curricula and online learning experiences.

*Gifted and Talented teacher will meet with all classroom teachers to provide professional development on meeting the needs of gifted learners.

Goal #2:

To support appropriate identification of students, especially in the areas of science and social studies.

Objectives for Goal #2:

The number of students identified in science and social studies will increase.

Activities for Goal #2:

- *Review science NWEA data
- *Review common assessments for social studies
- *Meet with grade level and content teams to discuss identification of students

Arts:

Goal #1: To appropriately identify gifted and talented students in the arts.

Objectives for Goal #1:

*By supporting our teachers in the identification and needs of gifted learners will we increase the opportunities for our students through increased identification.

Activities for Goal #1:

- *Arts teachers will be invited to attend gifted and talented committee meetings to discuss students and programming.
- *A review of proficiency data in the arts will be completed at each trimester to review for students who are above proficiency.

Goal #2: To support differentiated learning for gifted and talented students in the arts.

Objectives for Goal #2:

*By supporting our teachers in differentiation, our gifted and talented students in the arts will have access to rigorous to challenging curriculums.

Activities for Goal #2:

- *Gifted and talented teacher will meet with arts teachers to discuss options for meeting students' needs
- *Arts teachers will be encouraged to attend conferences on gifted and talented education.

4. Provide a description of the identification processes (for general intellectual ability, academic aptitude and artistic ability) for each of the following program components: screening, selection, placement, and review of policies and procedures.

General Intellectual Ability:

Screening:

- *Twice yearly a review of all district-wide standardized test score
- *Process and review classroom teacher referrals on a monthly basis

Selection:

Gifted and talented students are selected in accordance with Chapter 104 of Maine State

Law as, “those students in grades K-12 who excel or have potential to excel, beyond the age of their peers, in the regular school program, to the extent that they need and can benefit from programs for the gifted and talented. Gifted and talented children shall receive specialized instruction through these programs if they have exceptional ability aptitude, skill, or creativity in general intellectual ability, specific academic aptitude, or artistic ability.”

MSAD #55 will conduct an biennial screening process of standardized assessment scores to ensure that all students have an equal opportunity to be considered for selection and placement in the gifted and talented program. We will use at least three of the following subjective and objective measurements for screening and all identification instruments are as non-discriminatory as possible with respect to race, cultural, or economic background.

Students may be nominated to the gifted and talented program by parents, teachers, or a self-nomination. The following instruments will be used to screen students for the gifted and talented program. The screening assessments are noted to be appropriate to the developmental characteristics of the students being screened.

Standardized Assessment Information

Developmental Reading Assessment
Local Assessment System
Maine Education Assessment
Cognitive Ability Data (if available)
North West Educational Assessment

Subjective Assessment Information

Teacher Referral Form
Student Referral Form
Observation Data
Report Cards
Student Portfolio
Student Interview

Placement:

Once students have been identified the classroom teacher and the gifted and talented committee will develop a plan to meet the students' needs. The process will include:

- Collaboration with the regular classroom teacher and gifted and talented program staff to develop the program that will be provided for selected children.
- Notify the superintendent of the children selected for the program.
- Provide the superintendent a description of the program that will be provided.
- Notify parents of the eligibility of their children for participation in the program, provide them with a description of the program, and obtain written parental permission to place the child in the program.
- Maintain records on each child's participation in the gifted and talented program.
- Conduct an annual review of each child's program to evaluate appropriateness of placement and instruction.

Academic Aptitude:

Screening:

- *Twice yearly a review of all district-wide standardized test score
- *Process and review classroom teacher referrals on a monthly basis

Selection:

Gifted and talented students are selected in accordance with Chapter 104 of Maine State Law as, “those students in grades K-12 who excel or have potential to excel, beyond the age of their peers, in the regular school program, to the extent that they need and can benefit from programs for the gifted and talented. Gifted and talented children shall receive specialized instruction through these programs if they have exceptional ability aptitude, skill, or creativity in general intellectual ability, specific academic aptitude, or artistic ability.”

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- Provide the superintendent a description of the program that will be provided.
- Notify parents of the eligibility of their children for participation in the program, provide them with a description of the program, and obtain written parental permission to place the child in the program.
- Maintain records on each child’s participation in the gifted and talented program.
- Conduct an annual review of each child’s program to evaluate appropriateness of placement and instruction.

Artistic Ability:

Screening:

Students are screened twice year with a review of student materials by meetings with the arts teachers and the gifted and talented teacher.

Selection:

Students who are nominated for gifted and talented arts programs must complete the

application process. Students who are nominated for gifted and talented arts may be nominated by parents, teachers, or a self-nomination. Students will complete a portfolio with at least two pieces of artistic work (artwork, musical piece, video of a performance, etc). Applications must also include a teacher or parent nomination form and a review of the student's proficiency scorecard in the area of potential giftedness.

The selection committee, which is comprised of at least three qualified professionals including an administrator and a teacher, will screen the nomination. The selection team will review the information collected on children who have met the screening criteria of at least one screening assessment, collect additional information when appropriate, select children for placement in the gifted and talented program based upon an in-depth assessment of the collected information, oversee the annual review of the selection process, and assure that the selection process is equitable.

Placement:

Once students have been identified the classroom teacher and the gifted and talented committee will develop a plan to meet the students' needs. The process will include:

- Collaboration with the regular classroom teacher and gifted and talented program staff to develop the program that will be provided for selected children.
- Notify the superintendent of the children selected for the program.
- Provide the superintendent a description of the program that will be provided.
- Notify parents of the eligibility of their children for participation in the program, provide them with a description of the program, and obtain written parental permission to place the child in the program.
- Maintain records on each child's participation in the gifted and talented program.
- Conduct an annual review of each child's program to evaluate appropriateness of placement and instruction.

Process for transfer students:

Gifted and Talented Teacher reviews incoming data on students. If the student was identified GT in the previous district, Gifted and Talented teacher will submit a referral to GT committee.

Exit Procedure:

Students may opt out of the Gifted and Talented program with parent permission. Students who demonstrate minimal effort regarding their area of giftedness will be placed on a "monitor" status. Parents will be notified and a meeting will be coordinated with the GT teacher, parents, and student. If student continues to lack commitment to tasks involving advanced work, student will be dropped from program after final parent/teacher discussion.

Process for appeals:

The parents or guardians of any student denied identification as a gifted and talented student may make a written appeal

- To reconsider the eligibility of a child to be selected for inclusion in the gifted and talented program.
- To review the appropriate placement of a child within the program.
- For removal of a child from the program.

The screening committee will meet to review the child's information to determine if further screening and or consideration of the student are appropriate. The committee will issue a decision on the appeal. The parents or guardians may then make a final appeal to the superintendent who will have the final decision.

5. Provide a description of the staff development that takes place in order to implement the program(s).

Gifted and Talented teacher attends yearly state conference. Gifted and Talented teacher meets with classroom teachers about advanced students showing ways to modify lessons and provides ideas and materials. Our Gifted and Talented committee consists of teachers who have received training in differentiation. Together we brainstorm ways to strengthen education for Gifted and Talented students.

6. Provide a description of the staffing and management of the program(s); including completing the staffing tables below.

Indicate the professional staff for the K-12 Gifted and Talented Program.

Name of Staff	690 Endorsement Yes/No	Teacher or Administrator	Grade level	Indicate Full-Time or Part-Time in GT
Stephanie Dixon	Yes	Teacher	K-12	F
Suzanne Day	No	Administrator	K-12	P

Indicate the Auxiliary Staff: Educational Technician

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full-Time or Part-Time in GT

7. Provide a description of the annual program self-evaluation process.

A yearly evaluation will be conducted of the program. The district administrator working with the district staff will coordinate this yearly evaluation. The selection committee will

look at student progress and the connection between the student's needs, program and the progress toward specific goals for the student across the program. Progress toward program goals will also be addressed.

8. Provide a description of the costs to be incurred to implement the program(s).

Our costs are a professional staff gifted and talented teacher and minimal gifted and talented supplies.

9. For those school units requesting approval of allowable program costs for State subsidy, complete the following budget proposal. These amounts must be reported in the Maine Education Data Management System (MEDMS) financial system as part of the Annual Budget Reporting.

Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Stephanie Dixon	\$52,068.14	\$14,641.74
Subtotal		

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Subtotal		

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Subtotal		

A. Educational Materials and Supplies:

B. Other allowable costs:

C. Student Tuition:

D. Staff Tuition/Professional Development:

Elementary: Title	Cost	Secondary: Title	Cost
Gifted and Talented Conference	\$150.00		
Subtotal		Subtotal	

Totals

Subtotals from above		Elementary Costs:	Secondary Costs:
Professional Staff		\$52,068.14	\$14,641.74
Auxiliary Staff			
Independent Contractors			
A.	Materials & Supplies		
B.	Other Allowable Costs		
C.	Student Tuition	\$610.00	
D.	Staff Tuition/PD	\$150.00	
Total		\$52,828.14	\$14,641.74